

Vol. VII

MAY, 1935

No. 11



Agricultural Education



J. A. Linke, Chief Agricultural Education Service, Office of Education, Washington, D. C.

(See Page 162)

"Life is not for learning, nor is life for working, but learning and working are for life."—Herbert Spencer

EDITORIAL COMMENT

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

MANAGING EDITORS

Roy A. Olney, Morgantown, West Virginia.....Editor
Carle Hammonds, Lexington, Kentucky.....Associate Editor
F. E. Moore, Des Moines, Iowa.....Consulting Editor
W. F. Stewart, Columbus, Ohio.....Business Manager

SPECIAL EDITORS

A. M. Field, St. Paul, Minnesota.....Methods
A. P. Davidson, Manhattan, Kansas.....Book Reviews
A. W. Nolan, Urbana, Illinois.....Professional
Edm. C. Magill, Blacksburg, Virginia.....Research
C. R. Wiseman, Brookings, South Dakota.....Research
H. O. Sampson, New Brunswick, New Jersey.....Future Farmers of America
G. A. Schmidt, Fort Collins, Colorado.....Supervised Practice
Lester B. Follum, Topeka, Kansas.....Farm Mechanics
Louis M. Saaman, Madison, Wisconsin.....Part-time Schools
V. G. Martin, State College, Mississippi.....Evening Schools

EDITING-MANAGING BOARD

F. E. Armstrong, Hawaii; J. D. Blackwell, Maryland; Paul Chapman, Georgia;
Roy A. Olney, West Virginia; R. W. Gregory, Indiana; Carle Hammonds, Ken-
tucky; A. K. Getman, New York; William Kerr, Idaho; J. A. Linke, Washington
D. C.; F. E. Moore, Iowa; E. E. Gallup, Michigan; W. F. Stewart, Ohio.

Subscription price, \$1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, \$1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

ARE YOU A SERVICE MAN

IF WE were to go into approximately five thousand community or school centers scattered over the United States we would have patrons in each of these communities point you out and hear them say, "that is our teacher of agriculture." What vision do the people have of your work? What duties do you perform? What is the main purpose of your being in this or that particular community in which you find yourself? How do you accomplish the excellent results which are credited to you? You must be doing something because reports show the continued increase in the number of teachers of agriculture and we can point to many individual cases of long, faithful and worthy service of teachers in the work and many still on their first teaching job.

Should we attribute the results to the idea that the teacher of agriculture is a Service Man to the community? We have the auto mechanic in each of these communities who is very essential to its welfare. His work of pulling you out of the mud, adjusting your brakes, resoldering the radiator and the many other jobs which he does for you and your neighbors are invaluable. The local baker arises early to mix the dough, bake the loaf and delivers it to you fresh every day. These persons and many others of whom you may think are true examples of service men to the community.

You, too, may be classed by many as a service man of the same type and you will of necessity perform many similar worthwhile services in your particular field of work. If you stop here you have not accomplished the main purpose of your existence in any community. Your first duty is to teach. You will have an endless number of calls from people of your patronage area, to perform a great variety of services for the betterment of agriculture. They offer you one of the best opportunities for keeping up to date on the technical side of your job, and excellent places for teaching individuals or groups. Let us think through one such call for assistance which will illustrate our point of view. The farm poultry flock needs culling and you proceed to the farm and do the work, after which you proceed to another call for service. As a service man you have fulfilled your job well with great credit to yourself, because not one of the hens culled out, lays. But from the point of view of a teacher of agriculture, you have failed. Our service is, first, to teach.

Therefore, it is your primary duty in the above situation, to demonstrate how the culling is done and get each individual present to cull as many birds as possible and to answer the questions which they raise about the job. This is the point of difference between you and the auto mechanic, the baker, and the other service men of your community. Your duty is to direct human individuals so that they will make self-improvement.

If you follow this principle, teaching people, we will hear it said before leaving your community, "And he is a good teacher of agriculture."

J. A. LINKE

J. A. LINKE was reared on a farm in Bartholomew County, Indiana. He taught school for six years in his home township. He graduated from the Hope Normal School at Hope, Indiana, after which he attended Indiana University, from which institution he received both a B. A. and M. A. degree in education. After graduation from Indiana University Mr. Linke was for ten years superintendent of schools at North Salem, Brownstown, and Seymour, Indiana. He became interested in agricultural education and attended Purdue University, from which he received his B. S. A. degree in 1915. Following this he was appointed Assistant State Supervisor of Agricultural Education in Indiana which position he held for two and a half years. In 1917 he went with the Federal Board for Vocational Education as Regional Agent for the North Central States. He worked in this capacity until December, 1934, when he was appointed as Chief of the Agricultural Education Service in the Office of Education, to which bureau the Federal Board for Vocational Education was transferred in 1933.

VOCATIONAL EDUCATION AND ECONOMIC SECURITY

THE following excerpts from a report to President Roosevelt by the Committee on Economic Security should be of interest to workers in vocational agriculture which reinforce many parts of a program of education for which we stand. Our part-time and evening class work is meeting many of the problems suggested in the report.

"Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation. . . . We wish to emphasize that the educational and vocational equipment of individuals is a major factor in their economic security.

"At this time it is tragically evident that education and training are not a guarantee against dependency and destitution. Yet there is no reason for losing faith in our democratic system of education; the existing situation merely has brought into bold relief the fact that education, to fulfill its purposes, must be related much more than it has been to the economic needs of individuals. It has become apparent particularly that education cannot be regarded as completed upon leaving school. . . . In a day and age of rapidly changing techniques and market demands, many people will find it necessary to make readjustments long after they have first entered industry. Adjustment of our educational content and technique to this situation is a vital need in a long-range program for economic security.

"In the years immediately ahead, when there is certain to be a large problem in the economic rehabilitation of so many individuals, there is a peculiar need for educational and training programs which will help these worst victims of the depression to regain self-respect and self-support. . . .

" . . . To a considerable extent the Federal Government is already participating in this endeavor, and we believe that it should continue to do so, if possible, on an extended scale.

" . . . The local school facilities are not able to take care of their normal tasks, and find it impossible to develop needed vocational-training programs at all commensurate with this problem."

A Study and Obligation

OUR schools owe to every boy and girl the training that will enable them to do their daily work with skill and satisfaction. Every person thus equipped will be able to meet the chances of life with confidence in his own ability to do work for society that deserves generous compensation. Every effort to widen opportunities for vocational education has the hearty support of labor.—William Green, President, American Federation of Labor.



Professional



Adjusting the Training Program for Teachers of Rural Youth

R. M. STEWART, Cornell University, Ithaca, New York



R. M. Stewart

THOSE of us at the Land Grant colleges, responsible for the program of teacher training, and you teachers of rural boys in vocational agriculture have much in common in the problem of adjusting the training program of teachers. You have met the teacher training requirements of your several institutions and have sensed the limitations of these institutions in providing an adequate set-up for educating teachers as they really need to be educated. This inadequacy is due in no small way to the lack of natural training situations in which the problems of prospective teachers may be discovered as these problems actually exist. We have been insistent that teachers of agriculture emphasize supervised practice programs for their boys, and yet we permit ourselves to train the teachers without a supervised teaching program that is based upon similar farmer conditions.

It is the purpose of the writer to suggest briefly in a series of three articles certain adjustments, or perhaps only renewed emphases, that must be made in order that we may continue to improve our teaching. Teacher-training staffs must be as helpful as possible both to the in-service group of teachers and the pre-employment group of students. In fact, it is one problem with two aspects; the more nearly the two aspects are identified the better for the training program. The two extremes of learning to teach, (1) by the trial and error and (2) by knowledge about teaching, are both very bad and unjustifiable. A middle position, that of learning to teach in activity-situations where participation demands optimum patterns of teaching behavior would be our ideal situation.

As I analyze the situation confronting the training of teachers for rural youth, I am certain that more emphasis must be placed upon at least three phases of the training program if we are to serve best the community-centered school in which farm youth occupy an important sector. These three phases are as follows, the first of which I shall introduce in this issue:

1) There must be a *new determination* of the types of services that rural youth need and must have for their transition into the duties and responsibilities of life;

2) There must be a *new inventory* of teacher-types and teacher-qualities in order that we may select such individuals for training, —or to set a standard for performance in those already selected, —as will make it possible to do efficiently the work that must be done in a progressive community;

3) There must be a *new evaluation* of the professional and technical programs designed in the training institutions to prepare students for teaching in order that the persons preparing to render these teaching services upon graduation may be spending their pre-employment training in maximally efficient modes.

There must be a new determination of the types of services that rural youth need and must have for transition into the duties and responsibilities of life.

We cannot evade the need for change. A dynamic education like a dynamic world is such because its greatest constant is change. I read a definition of education somewhere that runs something like this: Education is progressive adjustment to an ever changing environment. You teachers are changing from year to year as well as your pupils. No less do whole communities change. We believe in changed practices for all. To secure changed practices we have to have changed individuals, —hence the need for a constant check upon new situations and new needs.

1. Departments of education, schools of education, teachers' colleges, cooperating with state departments of education, must assume responsibility for charting the new directions that youth must, will, or may take. We must recognize that youth is constantly sensitive, at least in a measure, to its own limitations, but dominated, more or less, by the emergencies of the present. If we are to chart the program for the way out, we teachers and teacher trainers must know both youth, on the one hand, and the particular situations in which they find themselves, on the other.

Do we under-rate the abilities of youth to perform, appreciate, and know the situations in which they are? I believe we do tend either to under-rate youth, or, if not, to use inefficient methods of teaching. We have no adequate excuse for not knowing youth well enough to teach him properly. We have little excuse, I think, for not making adequate studies of the conditions under which youth get their education, —if they are able to get any. It is important, therefore, that this adjustment begin with our teacher-trainers' finding out what youth-life is, —as it is lived at the

moment, —and discovering the condition which youth must meet if he is to change for the better. There is time to speculate on what may happen later. A thorough going survey is the only way to put teacher-training on a sound footing.

2. The above suggests a corollary, namely, that the sole or major emphasis in the training program must center in youth aims and youth interests and not in facts for their own sake. I asked a college professor one time what he thought about teaching agricultural economics in connection with our vocational program. His answer was brief and to the point, even if wrong. He said, "Impossible!" As an adviser of students in a Land Grant College, as a teacher trainer for teachers in service and students in training, I retorted, "My observation prompts me to say that agricultural economics as taught in the secondary school is more dynamic and meaningful than in the College." This professor still believes in the old-fashioned high school curriculum. He, no doubt, was thinking of systematic economics; I was thinking of the understanding of the economic aspects of specific situations.

3. Another corollary that comes to mind as one observes the abundance of activity-situations, emotional settings, and accumulated knowledge, quite within the reach of the youth of fifteen or sixteen and up, is that of the possibilities of expanding the range of use of certain new dynamic situations for education purposes, not merely in agriculture and farming but in all of the curriculum content of the secondary school.

In one of our states, an adopted text in general science, as I recall it, gave slight space to the study of water supply systems, and in this slight space, the larger portion was given to a description of the water-supply system of New York City, perhaps a thousand miles away, and to a diagram of the Ashokan Reservoir of the New York City system. No space was allotted to the immediate problem of providing water supply for the people of the state. Without doubt the need for local water-supply systems was infinitely more important to these pupils than even awareness of the wonders of the New York City plan. Without doubt many teachers in that state did far better than the text. I hope so. This emphasizes, however, that teacher-training programs must recognize the needs of people and that, therefore, the understanding of these needs is basal to any possible program of training that may be conceived. That particular state presented a happy situation for a real and dynamic study of water supply and

the control of it for a people, the much larger portion of which will continue to dwell there. Unless teacher trainers sense the need for changed emphasis in what is used in educating teachers, we shall tend to go the traditional road.

4. If the learner and his community are to be the point of reference in providing educational facilities, then what *he is doing* at the time, what *he wants to do*, and what *he will be doing* whether he wants to or not, constitute the basis of discovering situations, materials and ideals for teaching, with which the education of any individual or group begins. We do not expect that youth under the influence of education will want situations to remain as they are when once he studies the problems as they are.

5. The teacher-trainer's inventorying of the activity- and culture-situations that we have stressed, reveals that there are more things to do, more appreciations to be cultivated, more knowledge to be gained than we have time to consider in the school program. Selection of appropriate types of situations to understand, selection of materials appropriate to sound educational aims, and an adequate appreciation of the essential goals of education, make the survey of youth and community needs strategic.

6. The skeptical teacher trainer, —if there is one left, —may say at this point that we could do what you say should be done if we had teachers who would make these surveys. The fact of the matter is that successful teachers do analyze their communities. Teacher-training departments do emphasize this form of teacher training. My contention is that teachers and teacher trainers together (and I do not leave out the supervisors) should make this feature of professional improvement of 100 percent frequency. The teacher trainers *must* re-emphasize such studies as basal to expanding the scope of this fundamental feature of an adjusted teacher-training program.

The good man as a prospective teacher is necessary if teacher-training departments are to meet the standard set for training. The next discussion in the series will be concerned with persons eligible for the teaching.

Not Easy

"It is not always easy—

To apologize
To begin over
To take advice
To be unselfish
To admit error
To face a sneer
To be charitable
To be considerate
To avoid mistakes
To endure success
To keep on trying
To be broad-minded
To forgive and forget
To profit by mistakes
To think and then act
To keep out of the rut
To make the best of little
To shoulder deserved blame
To maintain a high standard
To recognize the silver lining
But it always pays."

—From U.S.D.A. Animal Husbandman.

Vocational Agriculture in the High School Program

L. W. REESE, State Supervisor of High Schools and President National Association of High School Supervisors, Columbus, Ohio.

WHEN asked to speak to a group interested in agricultural education, I was deeply honored and sorely troubled. I was honored because I am very much aware of the great work that is being accomplished in vocational agriculture throughout these United States, and I was troubled because I realized that I must prepare a speech that would challenge and would present the true picture of vocational agriculture in a modern high school program. To prepare a speech that would do this would require some research and considerable thinking. Arnold Bennett, the clever English writer, has stated in one of his books that a person should do 45 minutes thinking for 90 minutes reading.

During the years I spent on the farm, I learned many things. Some of the things that I learned were incorrect. As the years rolled by, I have come to this conclusion—that it is not so much that we do not know, but the sad thing is so many things that we do know are incorrect. Of course, Smith-Hughes agriculture was an unknown quantity in our school district. It has taken many years of association with Dr. Fife and his corps of efficient supervisors to unlearn the superstitions and the rules of thumb that were grooved in my mind during those years spent on the farm. In my work as a high school supervisor, I have come to appreciate sincerely the fine program that is being carried on by the Smith-Hughes instructors in our Ohio high schools. I never miss visiting a Smith-Hughes department, not that I think that I can be of any service to the instructor, but that his method of instruction and the manner in which he uses his equipment and library serve to aid me in the acquisition of commendable methods of instruction. In passing, it might be mentioned that we have gone far since the first Latin grammar school was founded in Boston in 1635. We have almost come to the conclusion that the three R's of yesterday have become the frills and fads of today. In our modern high school program we have English, agriculture, home economics, industrial arts, music, fine arts, health and physical education, literature, geography, chemistry, physics, and many other subjects including algebra, geometry, and Latin. We have not as yet won the fight with the general public that health, agriculture, art, music and the other new subjects are more important than some of the older subjects and function more in the lives of the pupils. I think we have been too content to take the defensive rather than the offensive in this matter.

In order to be familiar with my subject, I made a brief study of the history of agriculture. The first book I read was "The Age of Big Business" and was written by Byron J. Hendrick. In this book, he tells about the dramatic story of the invention of the world's agricultural machinery, with, of course, special reference to the McCormick Binder.

I tried to dream with Robert McCormick and his versatile son, Cyrus, as they spent hours and days trying to build a machine that would cut grain. Then I suffered with Cyrus when he tried to market his binder to an indifferent world. I went with him when he moved to Chicago and learned that he was one of the first persons to start the installment plan of buying things, almost now an American institution. I had the opportunity, when I read this book, to work with John P. Appleby when he, after many days, designed the device that ties the knot on the binder. Then later I walked with Prince Bismarck of Germany when the old statesman, bent and feeble, followed the reaper around the field, and then, when his curiosity could be curbed no longer, he said: "Show me the thing that ties the knot." After the old gentleman with the mailed fist had observed just how the device worked, he asked, "Can these machines be made in Germany?" He gave a sigh when they told him that they could only be made in America. I can see the old man shaking his head sadly, and saying: "Those Yankees are ingenious fellows. This is a wonderful machine."

You perhaps wonder why I have taken time to tell a story that I imagine most of you know better than I do. It made the bent figure of the ages straighten. What, then, has given the farmer the right to mentally stand up when he works? What has made Edwin Markham's poem "The Man With the Hoe" no longer applicable to those who work in the fields. McCormick binder and other worth-while agricultural machinery gave the farmer the right to stand up physically when he worked.

BY READING a second book "The Agrarian Crusade" by Selon J. Buck, I had an opportunity to grasp the movements that made the farmer a power politically and educationally. In this book, I visited with Oliver Hudson Kelley, the organizer of the Grange. There was a man with a passion for justice. There was a man who really believed in the rights of the farmer and his posterity. There was a man who knew not the word "failure."

As I read this book, I saw the power of the Grange rise and fall—and then rise. I saw it influencing farm life throughout the United States. What is more, I came to the deep realization that the Grange did several things worth while. It started the idea of cooperation. It helped to make for better rural legislation. It stressed moral and religious teachings. But the most important thing the Grange did—it started farmers to form the freeing habit of reading. No longer did he rely for his information over the backyard fence. No longer did folklore and superstition hold sway. The farmer was no longer a bent figure mentally. Referring again to Edwin Markham, may I tell you a short story about him and myself. Several years ago, I introduced Edwin Mark-

ham over the radio. At the conclusion of his inspirational talk, I asked him since we had three minutes left, if he would read for his vast audience of unseen folks, his famous poem of social justice—"The Man with the Hoe." That man of over 75 years, grey of beard, replied—with a twinkle in his eye: "Why, Mr. Reese, if you would ask me to turn a somersault, I'd do it for you," and then he launched into that famous poem. After the broadcast was over, I said to him "Mr. Markham, I know that you are over 75 years of age, and I know that you have led a full life. How can you still be so young in your actions?" That poet of the West replied, "I have hopes and dreams, and so long as I have hopes and dreams, I shall forever be young."

NOW that the bent figure of the farmer has straightened, what shall we do to keep that figure erect and alert? The Morrill Act passed in the darkest days of the Civil War, one of Lincoln's great-set contributions, aided, and put farming on a high plane, and it made the dream of Jefferson come true through the hand of Lincoln of the prairies. You know, better than I, what that famous act meant to agricultural education. If you want to get the correct picture of agricultural education in connection with other types of education, may I suggest that you read "The American Spirit in Education" by Edwin E. Blossom.

And now we come to agricultural education in our high schools of today. In Bulletin No. 133, Agricultural Series No. 29, entitled "Training Objectives in Vocational Education in Agriculture," I find that the primary aim of vocational education in agriculture is: *To train present and prospective farmers for proficiency in farming.* And there you will find listed twelve contributory objectives.

Some of these objectives could well be considered primary objectives. The majority of them harmonize beautifully with the cardinal objectives of secondary education. The only adverse point I wish to make, since I am speaking to agricultural people is sometimes agricultural teachers do not stress all these objectives. Occasionally in some schools the field of instruction is limited to merely vocational aims.

For example, I copied an agricultural teacher's decalogue:

I would like for you to note the absence of cooperation with other circles of society and the absence of direct injunction to functional citizenship practices. As a further preface, I want it strictly understood that I could launch perhaps the same general criticism of instructors in other fields of instruction, but several wrongs do not make a right.

1. Efficient farm organization: Arrangement and balance of the farm based on business analysis.
2. Adjustment of crops and livestock to outlook for supply and demand.
3. Low cost production practices: Applying the law of diminishing returns in securing high production.
4. Efficiency with labor and use of power machinery.
5. Control of waste; From pests, diseases, and other losses.
6. Standardization of products; Proper preparation for the market.
7. Orderly marketing: Use of market news to determine the right time and place to sell.

Most agricultural teachers, however, go far beyond these ten points just mentioned.

THE agricultural teachers and their pupils offer contributions of great worth to The Individual, The Local High School, and American Life.

A well-balanced vocational course in a High School contributes to scholarship, extra-curricular activities, and school citizenship. I know whereof I speak, because it has been called to my attention several times by university registrars that Smith-Hughes students make good records in college. In athletics, it is almost an axiom that farm boys make good athletes. They have almost everything in their favor. In student government, in our high schools many of them are leaders, and most of them serve as balance wheels. That is what farming and farm courses will do for intelligent youngsters.

A vocational course contributes to American Life through training in an honorable vocation, and stimulates leadership and intelligent citizenship.

Perhaps, all of this is not found just in the clock hours of an agricultural course, but the introduction of an agricultural department within a high school brings about certain organizations and activities, such as Future Farmers of America, Clubs, and Literary Contests.

Vocational agriculture, if taught properly, by an intelligent teacher, is not a blind alley of one occupation. In it, science beckons, literature challenges, and political life invites.

In the summation may I say, that a vocational course in a high school program teaches boys to stand on their feet so that life for them begins before 40, (with apologies to Dr. Pitkin). Farming is indeed a noble calling. It is as old as mythology and as young as radio. We must keep it free, and we must stimulate farming naturally or Goldsmith's prediction will come true—"A bold peasantry—their country's pride, when once destroyed can never be supplied."

Throughout the land this slogan is popular "Back to the Farm." I am not so sure that it is a good slogan, but I am sure of this slogan "Stay on the farm."

This little poem I read in "School Life." I think it is appropriate. Its title is—"I Follow the Plow." It was written by Garland F. Taylor, Brookhaven High School, Miss. It expresses the sentiment of most of us, whether we teach agriculture or not.

The brown monotony of it all—
The endless stretch of identical chocolate rows;
The shivering heat of it all—
The so-nearness of the hot sky;
The green sameness of it all—
The thousand of tiny shoots alike,
To be plowed day after day, day after day;
The weary creaking of my aching joints,
The steady plod of the thumping hoofs,
And the upheaval my plowshare makes in the soil.

The marvelous cycle of sun and rain,
The glorious miracle of the forming ear,
The yellow beauty of the parent stalk when all its work is done;
The sweet security of a full bin,
The blessed privilege, after all,
Of helping God Almighty grow corn.

How I Got Acquainted With The Farmers in the Community Where I Am Teaching

Lorenzo Garcia, Cidra, Puerto Rico

THE teacher of agriculture has a hard job to follow when he reaches a new community. Everything is new to him. The farmers may have different attitudes and customs. Different crops and different methods of management may be found. The community, in general, with its people and agriculture, needs undoubtedly to be carefully studied.

I begin to get in touch with these people early in August. Before starting my visits, I tried to find out who were the rural leaders, in other words, the key farmers in the *barrio*. My next step consisted in finding a person who should know the *barrio* and its people and who would be liked by them. Mr. Rafael Nunez kindly accompanied me during two consecutive days to the homes of the principal farmers. My first visits were not short. Whenever I reached a home, I clearly explained the object of my visit, the survey was made, and some *propaganda* was done for the courses in part-time and evening work. I invited all the farmers to visit the school and see the agricultural work carried out by their sons.

After the principal farmers were visited, I tried to visit all the other farmers I possibly could. Experience has shown me that some farmers will be somewhat displeased if they are not visited. So, a careful touch with them is essentially needed from the beginning.

During September I have received some visits of farmers at the school. It is very important to pay due attention to those first visits so that the farmers will go out with certain pride and joy.

After a careful consideration and study of my visits, I have noticed that many farmers were indifferent to the agricultural work done in the school. I have visited these farmers again and have explained to them the real meaning of our work and, even more, I have led them into a plain discussion of their farming problems. I have always tried to show with practical examples the value of technical and practical agriculture combined. Some of these visits have been done at night to nearby farmers. I can say that after one or two hours of discussion they have been much interested in our agricultural work and have promised to be members of the evening classes. In many instances I have been able to gather two or three farmers in one home.

I am not disappointed with the results attained up to this time.

"It becomes necessary for every generation to take stock of its ideals and the activities of its people, to the end that the young may live the life which will prepare them best for participation in the work of the world."—W. W. Charters.

"One of the best arguments on behalf of providing vocational education in the regular high school is that it is being done. The high school should be one of the important agencies of vocational education."—Leonard V. Koos.



Methods



Readings on Current Legislative Agricultural Problems

L. Wilson Rice, Agriculture Instructor,
Fowler, Colorado

I WONDER if we agriculture instructors are taking advantage of the wealth of instructional material which is available for our use and which will come to us by mail for only the asking? I am thinking particularly of a large number of bulletins on what I choose to call "Current Legislative Agricultural Problems." Legislation is, no doubt, one of the biggest factors of today in revolutionizing our agricultural industry.

Often during the summer, I would receive a bulletin from the Agricultural Adjustment Administration and a letter from Mr. Reuben Brigham, acting Chief, Regional Contact Section, Division of Information. The letter stated that these bulletins were being sent by request of Mr. J. A. Linke, Chief of the Agricultural Education Service, and that more could be had upon request. Each time I received a bulletin I sent in a request for enough for my needs. When school started, the class got busy and made some neat bulletin binders. We then placed one of each of these bulletins in the binder. One day each week we use this book of bulletins as our text. The students are very interested in the future of government legislation as it affects farmers, and in what effect the New Deal is going to have on the future of Agriculture.

It seems to me that it is our duty as instructors to inform our students of the changes taking place in agriculture, and surely today our government and its legislation is causing more changes than any other one thing. Then should we not teach government legislation as it affects farming?

Here is a list of some of the bulletins used in our current legislative agricultural problems course:

1. Crop Insurance Features of the A. A. A.
2. What the Adjustment Program Offers Corn-Hog Producers.
3. The Weather, the Farmers, and the Nation's Food.
4. Wheat Adjustment Plan—Questions and Answers.
5. Agricultural and Foreign Trade.
6. Relating to the Corn-Hog Production Adjustment Program and Contract—Questions and Answers.
7. One Year of the A. A. A.; the Record Reviewed.
8. Agriculture and Foreign Trade.
9. The Corn-Hog Problem.
10. Questions and Answers Covering 1934 and 1935 Cotton Acreage Reduction Plan.
11. Planned Production Means More For Your Wheat.
12. Preliminary Questions and Answers Covering The Bankhead Act.
13. Recovery From the Grass Roots.
14. The Farmers Run Their Show.
15. Working Together in the Corn-Hog Program.

16. Agriculture and the Consumer.
17. The Beef-Cattle Problem.
18. Progress On the Western Front.
19. Dollars to Farmers Boom Business.
20. Cooperative Aspects of the Corn-Hog Program.
21. The Processing Taxes on Corn and Hogs.
22. Research and Adjustment March Together.
23. A Balanced Harvest.
24. The Citrus Program.
25. Achieving a Balanced Agriculture.
26. The Agricultural Adjustment Act and Its Operation.
27. The Most Complete Agricultural Recovery in History.
28. What's New in Agriculture.

A list of some of the wall charts used in connection with this course follows:

1. Index of Prices Received and Paid by Farmers.
2. Farm Prices Advance Toward Parity, 1933-34.
3. Farm Prices of Corn, Index of Retail Prices of Goods Farmers Buy.
4. Farm Prices of Hogs, Index of Retail Prices of Goods Farmers Buy.
5. Corn: Production, U. S. and Corn Belt, 1910 to Date.
6. Feed, Grain Production, and Grain Consuming Animal Units on Farms on January 1, 1910-1934.
7. Corn Fed as Grain or Forage and Hots Slaughtered under Federal Inspection. 1920-21; 1934-35.

After each of these bulletins has been studied, a test is given. The following essay type test was given on the bulletin, "The Agriculture Adjustment Act and Its Operation."

Questions:

1. When was the Agricultural Adjustment Act passed?
2. What three distinct parts does the Agricultural Act contain?
3. When was agricultural and industrial production and prices considered as well balanced?
4. What were some of the reasons for the decline in farm income and buying power?
5. What is meant by "pre-war parity?"
6. What are considered the basic agricultural commodities?
7. What makes it possible under the Agricultural Adjustment Act for the farmers to reduce their production?
8. By what means does the government get money to make "Benefit Payments?"
9. According to the Agricultural Adjustment Act, when will the act cease to function?
10. What gain towards parity has agriculture made since the enactment of the Act.

I know of no better place to start educating the farmer to a farmer-controlled country than right in our agriculture classes.

"Pupil Development"

NOTE: Following is a story written by an Iowa vocational agriculture teacher. Manuscript furnished by H. T. Hall, Assistant Supervisor Agricultural Education, Des Moines, Iowa. It illustrates, teaching boys not subject matter.

THE opening of the 1933 fall term brought to my department one of the best reasons for teaching vocational agriculture I have ever known. James transferred to us from a nearby school in which classes were very small and little work was required. His grade card would indicate that he was one of their better pupils. The first day in shop we were working on a group of knots that everyone should know, and a few in the class new all of them. Every knot was demonstrated by showing where it would be used, and the group seemed interested.

Each knot that James did not know made him exclaim, "I can't do this one," and then instead of trying he just waited to be helped. At that time I passed it off because it was the first of the term, but when I had an opportunity to talk with other teachers in the school I found that he was using the same excuse in his other classes. I asked him to drop in one day after school and we had a good visit. He told me that he had always been able to get the teachers to help him a great deal, and it was the easiest way to complete the day's work. He was quite discouraged and remarked, "I think that I will transfer back to the other school where I always received good grades on my papers and did not work half so hard." Then he went on to tell me about his home life. His mother was in the hospital and had been for three years. The father had lost interest in farming and the only other child was married and lived in another community.

I told him that I always visited my pupils and had not stopped to see him because he had been attending another school. The following Saturday I stopped at his home and found out more about his willingness to quit. The buildings were next door to being wrecks, no doors or windows, loose boards here, there and everywhere. It seemed almost a hopeless case. The father was dejected and had little equipment with which to work except for a very few head of cattle, practically no machinery, three horses and not a hog on the place. It was no wonder the boy had the "I can't's." It was a wonder to me that he was in school at all. We did have a fine visit and the father was interested in the boy's future and was willing to cooperate.

As we developed the project programs at school for the various boys, James decided that the best thing he could do was to secure a gilt and get started in the hog business. We made out individual estimates of expenses, planned rations and new practices. During this time, James made a horse stall in the

(Continued on page 176)

Attitude Test for Former Agricultural Pupils

R. W. TERRELL, Vocational Agriculture Teacher,
Sycamore, Illinois

I SELECTED 47 boys who had graduated from high school, having three years of vocational agriculture, and who were at the present time living on farms and depending upon such for their living.

The boys selected represented a fourteen-year period since graduation, and a good cross-section of the community in farm practices as well as attitudes toward the profession of farming.

The Attitude Scale which I am presenting was allowed through the courtesy of Prof. S. S. Cromer of the Agricultural Educational Department, Purdue University.

The composite total and percent rankings of 47 former pupils who were interviewed and filled out the scale are as follows:

| Total Pupils | Percent | |
|--------------|---------|---|
| 44 | 93.6 | 1. I feel that farm life is better than it is often pictured. |
| 10 | 21.3 | 2. I believe that living on the farm is less attractive than living in the city. |
| 25 | 53.2 | 3. I love farming because I am a thorough-going farmer at heart. |
| 33 | 70.2 | 4. I believe that a farmer enjoys greater security in his old age than he would in any other vocation. |
| 32 | 68.0 | 5. I like the vocation of farming because a farmer does not have to "punch the time clock." |
| 43 | 91.5 | 6. I believe that the vocation of farming does much to promote better physical health of the family. |
| 42 | 80.1 | 7. I like farming because much of the drudgery has been removed by labor-saving machinery. |
| 34 | 72.3 | 8. I like farming because the results of one's labors are easily seen. |
| 18 | 38.5 | 9. Farm life requires too many long hours. |
| 35 | 74.4 | 10. The early intimate contact that farm children can have with life and its development makes me like the farm. |
| 16 | 34.0 | 11. The shifting market conditions make me dislike the vocation of farming. |
| 8 | 17.0 | 12. I dislike farming because the women folk must work too hard. |
| 40 | 85.1 | 13. I prefer the farm to the city for rearing children. |
| 25 | 53.2 | 14. I feel that the farmer and his family suffer too much from lack of ready cash. |
| 35 | 74.4 | 15. I like the farm because it has its own recreational advantages. |
| 25 | 53.2 | 16. Farming requires too much investment for the profits you get. |
| 3 | 6.4 | 17. I don't like farming because one must work outdoors in unpleasant weather. |
| 21 | 44.7 | 18. I prefer farming to all other vocations. |
| 34 | 72.3 | 19. I feel that farmers too often work against their own interests. |
| 32 | 68.0 | 20. I feel there is a greater opportunity to begin and develop a business in the farming vocation than in any other business. |
| 15 | 31.9 | 21. I don't like farming because farmers won't co-operate. |
| 26 | 55.3 | 22. The future of farming looks very promising to me. |
| 6 | 12.7 | 23. I feel that farming is too routine in nature to be interesting. |
| 44 | 93.6 | 24. It's a pleasure to live in a rural community where your friends and neighbors stand by you when you are in trouble. |
| 5 | 10.6 | 25. I consider that farming has too much slaving work. |
| 34 | 72.3 | 26. I like to farm because I work with things that belong to me. |
| 10 | 21.3 | 27. I wouldn't farm because you must sell at the other man's price and buy at the other man's price. |
| 40 | 85.1 | 28. I thoroughly enjoy the social contacts and the neighborliness of country people. |
| 4 | 8.5 | 29. I feel that there is no future in this vocation for the young man. |
| 33 | 70.2 | 30. I feel that the farmer as he works with nature gets into closer harmony with God. |
| 3 | 6.4 | 31. I hate farming because of the old foggy ideas of country folk. |
| 43 | 91.5 | 32. I like farm work because you can plan your own program for the day. |
| 6 | 12.7 | 33. Words can't express my antagonism toward farming. |
| 26 | 55.3 | 34. I like the competition the farming vocation affords. |
| 27 | 57.4 | 35. I feel that taxes are too high for one to own and operate his own farm. |
| 33 | 70.2 | 36. One of the advantages of farm life is its security. |
| 9 | 19.3 | 37. I believe that the world is fair to the farmer. |
| 25 | 53.2 | 38. I am willing to spend my time doing farm work, if I can't find anything else to do. |
| 44 | 93.6 | 39. I believe that I can make a living on the farm. |
| 12 | 25.5 | 40. Farming seems to me a very worthwhile vocation, but my interest lies in other directions. |
| 3 | 6.4 | 41. It doesn't matter to me what I do in life so I'll farm. |
| 10 | 21.3 | 42. I sometimes doubt my fitness to engage in the vocation of farming. |
| 13 | 27.6 | 43. I intend to be a farmer as I will probably inherit my father's farm. |

All-Southern Master Teacher



M. B. Jordan

THE title of Master Teacher of vocational agriculture in the South for 1934 was awarded to M. B. Jordan, Chiefland, Florida. Before a teacher can become an aspirant for the title of All-Southern Master Teacher, he must first have been declared Master Teacher in his district and in his State. More than 2,000 teachers of vocational agriculture are employed in the 12 Southern States from which Jordan was chosen All-Southern Master. In the selection of Master Teacher, individuals are judged on the type and effectiveness of their instructional programs, the enrollment of youths and adults in their vocational agriculture classes, their participation in agricultural and other community affairs in their localities, the farming success of their students, their methods of keeping records and reports, and similar factors.

Jordan was chosen winner from a list of nine candidates who survived the competition in their own States as follows:

V. H. Wohlford, Calico Rock, Ark.
M. B. Jordan, Chiefland, Fla.
Geo. W. Dickinson, Bowman, Ga.
M. V. Vallee, Lafayette, La.
F. S. Fitzgerald, Gunn, Miss.
J. E. Pollock, Autryville, N. C.
Frank Smith, Latta, S. C.
J. S. Irvine, Washington College, Tenn.

W. E. Larue, Grassy Creek, Va.
Judges for the competition were: Dr. R. M. Stewart, Cornell University; Dr. E. H. Shinn, United States Department of Agriculture; J. A. McPhee, California; and Dr. H. F. Cotterman, University of Maryland.

In commenting on the award, Dr. Stewart said: "The records of the candidates for Master Teacher of Vocational Agriculture of the Southern States show the high value of leadership in this field in the southern region. Particularly gratifying is the wide array of activities carried on in the several States as shown in the evidence presented by the individual participants. Striking apparent is the fact that the teachers of the Southern States are cooperating extensively and have assumed large responsibility in the Government program of recovery.

"The annual selection of the Master Teacher in the Southern States serves not only to show which teachers are doing outstanding work, but also to emphasize the type of program which may be carried on effectively in any community. Awards of this kind, given on the basis of leadership qualities, help to make teachers aware of what constitutes a good program of teaching in the several communities and furnish a basis for self-evaluation."

"THE selection of subject matter is the most important means of improving teachers in service."—Barr and Burton.



Supervised Practice



Lambs' "Tails" from Vevay Concerning STANLEY ANDREW, A Vocationally Trained Farmer

WHEN but eight years of age Stanley Andrew became actively interested in the lambs which played on the bluegrass hills of his Switzerland County, Indiana, farm. His interest has steadily increased, and now he is a successful young farmer, in partnership with his father.

First he joined the corn and lamb clubs, and in the fall of 1928 entered Vevay High School, enrolling in the vocational agriculture department just organized. He chose sheep, swine, and corn for the major emphasis in his supervised farm practice work.



To satisfy his ever growing interest he began showing his sheep and corn at nearby county fairs. Success encouraged him, and he went to the Indiana State Fair and International Livestock Show, winning many blue ribbons in open competition with outstanding breeders. Finally the coveted purple rosette was placed on his grand champion pen of fat weather lambs (open class—all breeds) at the 1932 Indiana State Fair.

Ever ambitious, Stanley made the county livestock judging team and made a creditable record. He also enrolled in the five-acre corn contest and in 1932 produced 105 bushels of corn per acre, winning his gold medal.

Blue ribbons and gold medals are not all he has won, however, for during his four years in high school he has not had a single minus labor income on any enterprise in his program, and his labor incomes for the period total \$789.92 (not bad for a depression period).

Needless to say Stanley has developed quite a trade in seed corn and registered Southdown sheep and is much in demand at local fairs as a corn and livestock judge. Since graduating from high school in 1932, he has found time to custom shear some 300 sheep, custom dock and castrate numerous lambs, and castrate

(Continued on page 175)

A Boy's Supervised Practice Program

D. C. McINTOSH, Oklahoma Agricultural and Mechanical College

AGRICULTURE I

I. PROJECT PROGRAM:

5 acres corn

Jobs for Special Study and Planning

1. Decide on variety to plant
2. Select and secure seed
3. Test the seed
4. Prepare the seed bed
5. Plant and cultivate the crop
6. Select corn for exhibition
7. Exhibit corn at fairs

II. OTHER SUPERVISED PRACTICE:

Jobs and Activities

- A. Conserving and improving soil fertility
 1. Terrace part of farm
 2. Plan a terracing program
 3. Fertilize the garden
 4. Plan a crop rotation system
- B. Improving plants
 1. Select seed for cotton and grain sorghums
 2. Prune grapes
 3. Select cotton and grain sorghums for exhibition
- C. Improving livestock and poultry
 1. Cull poultry flock
 2. Select hogs for feeding
 3. Select hogs for exhibition
 4. Select dairy cows for milk production
- D. Farm shop
 1. Repair poultry house
 2. Make hog house
 3. Build farm shop
 4. Construct concrete steps
 5. Make shelves in kitchen
- E. F. F. A. activities
 1. Feed a pig for livestock show
 2. Try for crops judging team
 3. Attend summer camp
 4. Memorize F. F. A. Creed
 5. Become member of F. F. A.
 6. Attend F. F. A. meetings
 7. Take part in F. F. A. play
 8. Read one of the suggested books
- F. Feeding livestock and poultry
 1. Feed poultry flock during December
 2. Feed dairy cows during January

AGRICULTURE II

I. PROJECT PROGRAM:

A. 5 acres corn

B. 2 gilts

Jobs for Special Study and Planning

1. Control corn ear worm
2. Control smut
3. Review of previous year
 1. Select the breed
 2. Select and secure the animals
 3. Feed the animals

II. OTHER SUPERVISED PRACTICE

Jobs and Activities

- A. Agriculture I
 1. Continue work of first year
- B. Feeding livestock and poultry
 1. Feed the poultry all winter
- C. Control insects of plants
 1. Plan and prepare dairy rations
 1. Control boll weevil
 2. Spray vegetables
 3. Spray fruit trees
 1. Treat oats for smut
 2. Treat potatoes for scab
- D. Control of diseases of plants
 1. Clean, oil, and repair harness
 2. Solder pans, buckets, and cans
 3. Repair doors and screens
 4. Repair barn and sheds
- E. Farm shop
 1. Feed two pigs for the livestock show
 2. Try for livestock judging team
 3. Exhibit pigs at fairs
 4. Attain the Future Farmer degree
 5. Assist in F. F. A. banquet
 6. Attend F. F. A. camp
 7. Attend F. F. A. meetings
 8. Read another of the suggested books
- F. F. F. A. activities
 1. Maintain terraces
 2. Plan the home garden
 3. Get lawn in grass
 4. Prepare the garden
- G. Miscellaneous
 1. Maintain terraces
 2. Plan the home garden
 3. Get lawn in grass
 4. Prepare the garden

AGRICULTURE III

I. PROJECT PROGRAM:

- A. 10 acres corn
- B. 2 brood sows

- C. 100 baby chicks

- D. 5 acres grain sorghum

Jobs for Special Study and Planning

1. Market seed corn
2. Market the corn crop
1. Provide sanitary quarters
2. Control lice and worms
3. Control cholera, pneumonia, and tuberculosis
4. Market the pigs
5. Additional feeding jobs
1. Select breed, and secure chicks
2. Feed baby chicks, growing chicks, and laying hens
3. Provide sanitary quarters.
4. Control coccidiosis, roup, tuberculosis, and black head
5. Control lice, mites, and worms
6. Cull the flock
7. Market broilers, fryers, and eggs
1. Select variety and secure seed
2. Prepare seed bed and plant
3. Cultivate the crop
4. Dispose of the crop

II. OTHER SUPERVISED PRACTICE:

- A. Control of pests of live-stock and poultry
- B. Control of diseases of livestock and poultry
- C. Improvement of farm home and surroundings
- D. Marketing plant products
- E. Farm shop
- F. F. F. A. activities
- G. Miscellaneous

1. Clean up and disinfect the barn and surroundings
2. Arrange quarters so stock can be moved
Same as A.
1. Make improvement plans
2. Plant flowers and shrubs
3. Plan for and install running water in home
4. Plan for sewerage disposal system
1. Market garden products
2. Market sweet corn
1. Part given in C.
2. Replace worn parts in plows, cultivators, pumps, etc.
3. Paint the farm machinery, screens, inside of house, etc.
1. Exhibit pigs at livestock show
2. Continue stock judging
3. Become officer in F. F. A.
4. Attend state meeting F. F. A.
5. Make application for degree of Junior Master Farmer
1. Study and analyze previous supervised practice
2. Plan crop rotation system
3. Plan other soil fertility activities
4. Erect and maintain terraces
5. Grow alfalfa

AGRICULTURE IV

I. PROJECT PROGRAM:

- A. 10 acres corn
- B. 3 brood sows
- C. 30 hens
- 200 baby chicks
- D. 10 acres grain sorghum
- E. 2 dairy cows

Jobs for Special Study and Planning

1. Selection, cultural practices, and marketing
1. Improvement, feeding, sanitation, and marketing
1. Selection, feeding, and marketing
1. Selection, cultural practices, and crop disposal.
1. Selection, care, feeding, and use of products

II. OTHER SUPERVISED PRACTICE:

- A. Marketing animal products
- B. Managing the farm business
- C. Producing a living at home
- D. Farm shop
- E. F. F. A. activities
- F. Miscellaneous

1. Market poultry products
2. Market dairy products
1. Analyze results of past years
2. Arrange for keeping necessary accounts
3. Make a four-year farm program
1. Decide on the needed food supply for the family and produce as much as practical on the farm
2. Decide on the needs of the farm animals and produce as much as practical on the farm
3. Make a budget and keep home accounts
1. Install sewerage disposal system in the home
2. Overhaul stationary gas engine
3. Complete farm shop and provide needed equipment
1. Exhibit pigs and poultry at fairs
2. Exhibit corn and grain sorghums at fairs
3. Continue stock judging
4. Take part in local, state, and national F. F. A. meetings
5. Make application for degree of American Farmer
6. Assist in a Leadership Training Conference
1. Work with the class in planning a landscaping program for the school grounds
2. Assist in planting flowers and shrubs on the school grounds
3. Help organize and promote soil and livestock improvement

Essentials of a Satisfactory Project

RUSSEL M. ADAMS, Instructor in Agriculture

AFTER eight years of experience in trying to secure a satisfactory project program for high school students in vocational agriculture, together with reading upon the subject at considerable length, the writer has worked out the following 17 points as the essentials of a successful project. These points are used as guide posts in project selection and as measuring rods for projects nearing completion.

1. The project should be controlled by the boy through ownership, lease, or partnership arrangement on a definite, written basis.
2. It should be large enough to give all individuals immediately concerned the feeling that it is worth while.
3. It should offer a chance for financial success.
4. It should be as large as the boy's physical strength, finances, and time will permit.
5. It should fit into the home farm program unless conducted independently at some other location.
6. It should be a common enterprise on the home farm and in the community.
7. It should usually offer a chance for continuation over a series of years.
8. It should offer a chance for growth and expansion, and lead to the addition of other enterprises, often of a supplementary nature.
9. It should result in increasing financial investment and returns as time goes on.
10. It should lend itself to the keeping of accurate records.
11. It should be so situated as to offer favorable conditions for profitable production.
12. It should be carried out in accord with a carefully made plan, prepared by the boy and approved by him, the instructor, and the parent.
13. It should be of such a nature that the necessary equipment and labor can be obtained at a reasonable cost.
14. It should involve new or improved practices and experiences.
15. It should be conducted through one complete enterprise cycle, and preferably not less than a year.
16. It should have the hearty cooperation of the parents and the instructor.
17. It should be of such a nature that the boy is interested in whatever he is trying to do.

No attempt has been made to arrange these points in order of importance. This will vary in each individual instance presented for solution.

"The psychology of learning today supports the use of educational materials related definitely to the activities of the learner and of the society in which he lives. This clarifies the problem of secondary education by indicating the need of definite goals or objectives determined on the basis of life activities and the selection and ordering of subject matter for the attainment of those objectives definitely related to the significant activities of modern life."—E. N. Ferriss.



Part-Time Schools



A Survey of Out-of-School Youth

J. A. STARRAK, Iowa State College, Ames, Iowa

IT IS commonly admitted by all those not entirely blinded by tradition, ignorance and self-interest that the principle of equal educational opportunity is being grossly violated, even in Iowa. And particularly is this true with reference to the young people of the rural districts who are not attending any organized educational institution.

We learned from the last national census that there are living on the farms of Iowa approximately 75,000 boys from 14 to 21 years of age; that 35,000 of them are attending school or college; and that 40,000 are not receiving systematic instruction in any educational institution. We learned also that much the same conditions exist in the case of the girls of these same ages who live on farms, although a larger percentage of girls than boys are attending school.

But these figures do not tell us much, except that a gross injustice is being done to a large proportion of our farm youth, many of whom are doubtless by their labor helping to pay for the education of their more fortunate contemporaries. Lincoln held that no nation could survive half free and half slave. Perhaps it is just as true that no nation can survive half educated and half ignorant.

Data Needed

The mere number of our out-of-school youth is only the beginning of the information we need in order that we may fully appreciate the extent and seriousness of the problem and plan for its solution. We need to know the educational status of these young people, and their economic, vocational and social status. We need to know why they are not in school. We are lacking in knowledge concerning their needs and desires for additional education, their vocational interests and ambitions, their leisure time and social interests and activities. We should have information concerning the institutions and facilities available to these young people in their home communities, and the extent to which these facilities are meeting their educational, social and vocational needs. We should have such information as would make it possible to suggest needed changes and additions in the offerings of our educational institutions, i.e., the school, the church, the community clubs, the farm organizations, and other existing institutions. In short, if we are to plan intelligently to serve the educational needs of this large group of our future citizens we must have available the information suggested above. Moreover we must go out and get it since much of it, and the most important items, are not available except from original sources. To secure this information covering as large a number of young people as possible was the objective of this investigation.

This study constitutes one part or phase of the educational investigation being carried on by the Iowa Planning Board referred to on page 146 of the April issue. You will find the article suggestive for making up forms for studies of similar groups.—Editor.

In addition to our own interest in the general problem of under-privileged youth, there was a growing need for some quite detailed information concerning out-of-school youth on the part of certain teachers of vocational agriculture in Iowa, who were planning to initiate part-time work with young people of their respective communities. Because of this need and the active cooperation extended by the vocational agriculture teachers, the first six of the 15 communities surveyed were those which offer courses in vocational agriculture in their schools. For the same reason youth between 20 and 25 were also included in our survey. Several teachers of vocational agriculture in other communities are now conducting similar surveys in their own communities using the blanks employed in our investigation.

Conduct of the Investigation

1. It was decided to include in the survey the young people of both sexes between the ages of 15 to 25 inclusive, living on farms and in towns of less than 2,500, who were not attending school.

2. Survey blanks or forms were designed upon which to record the various items of information desired. Samples of these blanks are available upon request.

3. The communities to be surveyed were selected with a view to getting as representative a sample of the whole state as possible. They are located in different parts of the state; four are consolidated school districts; ten are independent town districts; and six of the schools offer vocational agriculture. In all cases a community was taken to include the town or business center of the community where the high school is located and all the surrounding rural territory from which it draws high school students.

4. The survey was conducted by field workers who located and interviewed personally, each boy and girl, 15 to 25, who was not attending school. For several reasons, some could not be interviewed, but a count of all such was made. The field man sat down with each individual and recorded the information given on the survey blank.

Data Secured

1. The number of out-of-school rural youth, 15 to 25 years of age, in 13 communities in Iowa.

2. Ages and age-distribution of the out-of-school rural youth (15-25) in these selected communities.

3. Ages of out-of-school rural youth at time of quitting school.

4. Length of time since these youth quit school.

5. Sizes of families of which these youth are members.

6. Type of road over which these youth drive to their community center.

7. Educational status of these youth at time of quitting school.

8. Reasons given by these youth for quitting school.

9. Distance to high school from the homes of out-of-school youth.

10. Distance to community center from homes of out-of-school youth.

11. School subjects and activities found most helpful by out-of-school rural youth.

12. School subject analysis in terms of ease and difficulty of learning and of value.

13. School subjects and extra curricular activities enjoyed most and disliked most by out-of-school youth.

14. The reaction of these youth toward school while they were in attendance.

15. The desire of these youth to return to school.

16. The subjects and vocations they would like to study if they should return to school.

17. Their educational experiences since graduation or quitting school.

18. The present employment of these out-of-school youth.

19. The number of jobs held by these youth since quitting school.

20. The duration of the jobs held since leaving school.

21. The wages received by these youth since leaving school.

22. The reactions of these youth towards their present jobs.

23. The occupations in which these out-of-school youth are most interested.

24. The desire and willingness of these youth to take training in their chosen occupations if such were available.

25. The church membership status of these youth.

26. Their membership in social organizations.

27. Their activity in community projects.

28. Their participation in recreational activities.

29. The newspapers read regularly by them.

30. The number and types of magazines read regularly by them.

31. The number and kind of books read by them.

32. Their hobbies and leisure activities.

Summary of Findings

A very brief summary of the more significant findings of the survey follows.

- I. In the 13 communities surveyed 1597 rural youth, 15 to 25 years of age, not attending any educational institution, were found. This averages about 122 for each community. Of the 1107 youths interviewed, 752 (310 girls and 442 boys) lived on farms, and 355 (156 girls and 199 boys) lived in towns. The average number interviewed per community was 82.2. The number of youth, 15—25 years of age in the same communities who are attending school or college, was 3329. Communities varied greatly in the comparative number of youth in and out of school.
- II. The average age of all these out-of-school youth was 19.8 years; the farm youth 19.5, and the town youth 20.5. Of those surveyed 73.2% were 21 years old or less while 26.8% were over 21.
- III. The ages at time of quitting school averaged 16.09 years for farm youth and 17.35 for town youth. Three hundred and twelve or 38% of the farm youth and 30 or 8.4% of the town youth quit school at 15 or younger. In four communities the age of farm youth at time of quitting school averaged more than two years younger than for town youth.
- IV. The length of time since these out-of-school youth left school averaged 3.24 years, with 62.5% out of school three years or less.
- V. The average number of children in the families of these out-of-school youths ranged from 3.5 in one community to 5.3 in another, with little difference between farm and town.
- VI. Two hundred ninety-nine, or 41% drive over dirt roads all the way to their community center; 248 or 34% drive over gravel roads and 61 or 8.4% over pavement, while 92 or 12.7% more reach town over a combination of dirt and gravel, and dirt and pavement roads.
- VII. The average grade of formal schooling attained by these 1107 rural youth was 10.54 grades; 10.1 for farm and 11.4 for town youth. Two hundred eighty or 25% (257 farm and 23 town) quit school at completion of the eighth grade, 369 farm and 243 town youth graduated from high school before leaving, and 44 attended college for some time, only one however graduating from regular 4-year college course.
- VIII. The reasons given for discontinuing school attendance were as follows: graduation from high school, 55.8%; loss of interest, 11%; financial, 7.5%; needed at home, 5.0%; went to work, 4.6%; disliked school, 3.4%; parents' objection, 3.3%; failed to pass grade, 2.5%; ill-health, 2.3%; illness at home, 1.5%; and trouble at school, 1.3%.
- IX and X. The average distance to the high school from homes of these out-of-school farm youth ranged from 1.86 miles in one community to 6.9 miles in another. The average distance for all was 4.45 miles and the range from $\frac{1}{2}$ to 15 miles.
- XI. Extra-curricular activities reported as being most helpful: athletics, reported by 17.9% of total number; music 16.6%; dramatics 4.8%; future farmers 2.6%; clubs 2.2%. Twenty-six percent declared they found none of the extra-curricular activities helpful while 18.9% failed to report on this question. In interpreting those figures it must be remembered that these activities do not share equally in the extent to which they are available to young people.
- XII. No data tabulated.
- XIII. Subjects and activities enjoyed more often than disliked: arithmetic, commercial subjects, home economics, industrial arts, music, agriculture, and science. Those disliked more often than liked: English, mathematics, history, physics, Latin, and "teachers."
- XIV. The question "Did you enjoy school?" was answered as follows: farm girls—85% affirmative, 15% negative; farm boys—74% affirmative, 26% negative; town girls 93.5% and 6.5%; town boys 82% and 18%.
- XV. Forty-four percent of the farm youth expressed a desire to continue their education, 28% declared their lack of desire, while 28% failed to express an opinion. The corresponding data for town youth are 70%, 15% and 15%.
- XVI. If their education should be continued, the girls are much more interested in studying commercial subjects, teaching, nursing, dramatics and journalism, in the order named than are the boys. The opposite situation exists with reference to agriculture, engineering, mechanics, business management, physical education. Farm youths are more interested in agriculture, homemaking and the general high school course than are the town youth. The town youth are more interested in commercial subjects, teaching, engineering, mechanics, business management.
- XVII. Over 64 or 5.8% of the 1107 interviewed had received any additional organized education after quitting school. Forty-six had attended college—8 for less than one year, 20 from 1 to 2 years; 14 from 2 to 3 years; 3 from 3 to 4 years, and 1 for more than 4 years. Five had attended business college, one a trade school. Three others had instruction in beauty culture, three in mining and one each in advertising and radio.
- XVIII. Six hundred thirty-six or 57.5% are staying at home; 51 or 4.6% are "unemployed"; 51 or 4.6% are clerking in stores; 42 or 3.8% are working as laborers; 36 or 3.2% are farming for themselves or on shares with their father; 32 or 2.9% are teaching. Smaller percentages are engaged in 18 other occupations.
- XIX. The data concerning the number of jobs held by these youth since leaving school is subject to misinterpretation since many who have been staying at home reported this as being one job. Five hundred sixty-five or 56.6% have not held any regular position since leaving school; 269 or 27% have had one job; 102 or 10%, two jobs; 44 or 4.4%, three jobs; 11 or 1.1%, four jobs; 5 had had 5 jobs. Twenty-seven or 2.7% reported doing "odd jobs."
- XX. Three hundred eighty-three reported on the duration of jobs held. Twenty-seven or 7.6% lasted 3 months; 36 or 9.4% lasted 6 months; 16 or 4.2%, 9 months; 120 or 31%, one to two years; 61 or 16%, two to three years; 43 or 11.2%, three to four years; 27 or 7%, four to five years; 13 or 3.4%, five to six years; 10 or 2.9%, six to seven years. With a few others in jobs of longer duration, the average length of jobs held by all reported was 23.27 months.
- XXI. Two hundred eighty-six reported on the wages they receive. The range is from two dollars reported by eight youths, to 45 dollars per week reported by one. Thirty-nine or 13.3% receive five dollars or less per week; 101 or 35% receive from five to ten dollars; 91 or 32% receive ten to 15 dollars; 48 or 17%, 15 to 20 dollars; 12 or 4.2% 21 to 25 dollars; 3 or 1%, 26 to 30 dollars; and one each receive 31 to 35 and 41 to 50 dollars per week.
- XXII. Four hundred twenty-three or 45% regard their present occupation permanent; 160 or 14% do not regard their present job as permanent; and 472 or 41% are unemployed or fail to answer this question. Six hundred two or 52% reported that they like their work, 88 or 7.6% that they disliked it; and 465 or 40% are either unemployed or failed to give the information.
- Four hundred eighty or 41.5% believe there is a promising future in their present occupations; 128 or 11% cannot see any promise in it; 547 or 47% are either unemployed or failed to volunteer an opinion.
- XXIII. Forty-one percent of the farm youth claim to be most interested in agriculture as an occupation while only 4.2% of the town youth report a like interest. Homemaking is second choice for farm youth with 14.5% reporting it as their first occupational choice. Sixteen percent of the town youth are most interested in commercial occupations as against 8.6% of the farm youth. Ten percent of the town youth and 8.6% of the farm youth gave "teaching" as first choice.
- For the total group, agriculture ranks first, with 42% favoring it; homemaking next with 12.8%; commercial work with 12%; teaching with 10%; mechanical work 6%; engineering, 5.5%; retailing business, 4.9%; nursing, 3.4%; music, 2.2%; beauty culture, 1.8%; aviation, 1.7%; and skilled trades, 1.5%.
- XXIV. Only 11.5% reported that training for their chosen occupation is available, while 78.7% claim it is not available. In three communities occupational training is not available to one person, while in 3 other communities it is available to 19.4%, 18.9% and 18.7% respectively.
- Nine hundred twenty-six or 83.6% declared their desire to take training in their chosen occupation if it were made available, while 109 or 9.8% reported their lack of desire. Only three young people have had vocational training in their chosen occupation.
- XXV. Seventy percent of these rural youth are church members while 30% are not. In three communities, all in one county, less than 50% of

(Continued on page 173)



Evening Schools



Sac City, Iowa, Evening School Program Extended

Glenn W. Miller,
Vocational Agriculture Instructor

SOME 300 people took part in the Sac City evening school program this winter which was organized in such a manner as to permit participation by town as well as country people. The classes which consisted of agricultural economics for farm men, general economics for business men, and courses in music appreciation, home hygiene, play production, clothing and poultry for adults interested in these subjects were the outgrowth of the farmers' evening school program which was started at the time the vocational agriculture department was organized in the school in 1931. In providing for the enlarged program it was our purpose to offer instruction in so far as possible to meet the needs of the community.

To administer the program upon which we ventured this year a general evening school council representing a cross section of the community interests was organized. Included on the council were representatives of the chamber of commerce, Kiwanis club, farm bureau, American Legion, board of education, town and country women, and the young men and women of the community, with the vocational teacher representing the instructional staff of the school and serving as chairman of the council. Representatives from the general council also served as chairmen of committees who were charged with the responsibility for guiding the courses representing the different group interests in the community.

An effort was made to confine the enrollment in the farmers' and business men's classes to 100 each and to 30 in the cases of the other classes. The 100 men enrolled in each of the two larger groups were sub-divided into functional groups with a leader for every 10 men. These men were given such responsibilities as keeping attendance records, collecting enrollment fees, and selling tickets for the annual banquet which followed the completion of the courses. The 10 leaders made up the evening school committee for the respective groups.

In order to promote fellowship and better understanding of problems common to the town and country people, the Kiwanis club changed its weekly luncheon hour to Wednesday evening so it might entertain all members of the farmers' and business men's classes during the winter. Immediately upon conclusion of the meal the special interest groups assembled in class rooms in each of the three buildings of the public schools for one-hour lesson periods. The town men's class took the form of a discussion group led by a local man. The farmers' class was handled on a discussion group basis conducted by each of the 10 group leaders with the assistance of the vocational instructor. The hy-

giene class was taught by the county nurse. The poultry class was taught by a field representative of a local produce company. The music, play production and clothing classes were handled by regular high school instructors.

Forum Feature Added

Aside from extending the evening school program to meet the needs of more people in the community our other major innovation involved the introduction of the forum plan. A convocation of the seven classes was called from 8:30 to 9:30 o'clock in the school gymnasium. In selecting the forum speakers who also met with the supper groups earlier in the evening, an effort was made to have presentations involving problems of common interest to all phases of the community life. The particular objective of the year was that of securing a comprehensive overview of the trend of the times in order to gain a wholesome perspective for our daily thinking in meeting these problems. "American Faces the Future" was the general forum theme. Prospective speakers for the forum were interviewed during the summer with the selection of these made so as to provide speakers with desirable presentations backed by outstanding accomplishment in their particular field. The expenses of the forum speaker and other incidental costs were financed through registration fees of one dollar per family.

The response to this venture in community building was gratifying so far as attendance was concerned. A total of 300 men and women were enrolled with the average attendance for each of the classes as follows: agricultural economics, 90; economic problems for town men, 43; music appreciation, 29; poultry, 7; play production, 24; home hygiene, 18; clothing, 21.

Most persons agree that persistency in attendance is one of the serious problems in adult education. In this instance 100 men and women had perfect attendance records for the 10 lessons, 190 attended eight or more lessons, with an average attendance of 231 in the seven classes. Practically all of the class members participated in the forums which with the influx of a few not enrolled in the courses attracted an attendance ranging from 300 to 400 people every week. Aside from the splendid attendance those who participated seemed to be enthusiastic concerning the help received from this year's evening school work. They are planning for a similar project next winter and are looking forward to making the evening school a permanent community institution.

In projecting the enlarged program of adult work this year we discovered that it was quite difficult to develop the intricate organization necessary to administer the activity. Other problems involved the securing of instructors who live up to the demand of adult groups, securing of financial support for the work and of

(Continued on page 176)

Evening School, a Necessity

Ivan Jett,
Stamping Ground, Kentucky

AT ONE time, in accord with many other teachers, I thought that an evening school "Farmers School" was not important enough to justify the time necessary for a class. I decided that the farmers as a whole were prejudiced and absolutely unwilling to learn any new practices in farming.

My first evening school was given more because I was afraid not to give one than to produce a beneficial change in the farming conditions in the community. After the first meeting I was anxious to produce this change, because I became aware that the farmers wanted it. After four evening schools I am even more convinced that the farmers want the information, that my past ideas of a farmer were very unfair, and that the evening school is as important as the day school.

The advertising for the school should be started at least two weeks before classes start. Various facilities for advertising may be used, announcements in the churches, school F. F. A., and basketball games always reach a variety of people. Personal talks with the farmers you wish to attend are by far the most important. Every time you talk to a farmer bring up a problem that will be discussed at the school. A few days before the first meeting postcards were sent to all prospective members. If anyone is absent from a meeting a card is sent reminding him of the next meeting and how he was missed at the last one.

All of us like to see and hear new and different information. The adage "Seeing is believing" is used daily by most of us. Nearly anyone will believe something they see and hear, but there may be a doubt in our mind if we only hear it. All of us believe more of what we read than what we hear even if the information is identical. Use all the charts, pictures and other illustrative material possible. The most interesting meetings we have had were those in which we used apparatus to prove and illustrate the point. For example in a school on "Soils," soybeans were planted in six different jars of sand that had been washed in acid. Different plant food elements were added to each jar leaving out one or more of the elements in the different jars. At the conclusion of the demonstration most of the farmers were convinced of the necessity of a sufficient supply of all the elements.

Again, in a school on "Tobacco" and wishing to show the value and importance of using a hygrometer in curing tobacco, two thermometers were used in constructing one. The total cost was 25c. The farmers were amazed. Two of them had paid \$4.00 for theirs. Actual and relative humidity were explained. A steam boiler was used to show 100% relative humidity and the effect saturated air had on the two thermometers. Ether was poured in a watch crystal

(Continued on page 176)

A Survey of Out-of-School Rural Youth

(Continued from page 171)

the youth are church members, while in two communities over 93% are church members.

XXVI. Only 32.7% of the youth interviewed belong to any social organization. The organizations named, arranged in the order of frequency of mention are: young peoples' religion organizations, with 6% of total number of youth belonging; 4-H club, 4.3%; masonic, including DeMolay and Eastern Star, 2.2%; future farmers, 1.7%; women's clubs, 1.3%. A few other organizations with smaller numbers were reported. Communities vary widely with 10.4% of youth in one community belonging to organized groups to 35.2 in another.

XXVII. Nearly one-half of these rural youth reported taking part in community projects. In one community only 14.3% were actively engaged while in another 72.7% claimed active participation in community projects.

XXVIII. Only a few items of general nature were collected regarding the participation of these out-of-school youth in recreational activities. Participation in parties ranged from 47.2% in one community to 100% in another for town youth and from 79.5% to 97.7% for farm youth. Moving pictures are attended by 80% of town youth in one community to 100% in another, while the corresponding data for farm youth is 20.8% to 96%. The data for the other activities listed, i.e., dances, lectures, church functions, pool and billiards, reveal much the same trends.

XXIX. *Newspapers.* For purposes of tabulation newspapers were classified under the three following heads: Metropolitan (large city), Sectional City and County. Thirteen percent of farm youth and 17 percent of town youth read Metropolitan papers only. Eighteen percent of farm youth and 8% of town youth read Sectional city papers only. Seventeen percent of farm and 20% of town youth read county papers only. The corresponding figures for combinations of papers read are as follows: Metropolitan and County, 27% farm and 35% town; Sectional city and County, 18% farm and 14% town; Metropolitan and Sectional, 22% farm and 32% of town.

XXX. The general character of the magazines read by this out-of-school group is quite high, but we have no data regarding the comparative amounts of time spent in reading the different types, nor which sections of each type of magazine was read most frequently—the fiction or the educational. Evidently the more sensational types of magazines do not have many addicts. Agricultural magazines are read much more frequently by the farm youth, while for magazines of a general routine the reverse is true. Twenty-eight percent of the farm youth and 6.1% of the town youth do not read any magazines.

XXXI. Forty-three percent of the 1107 youth reporting reading no books

during the past year (57% of farm boys and 40% of town boys). For girls the corresponding figures are 34% and 23%. Twenty percent read one to five books; 9% from six to ten; 7% from 11 to 15; 4% from 16 to 20 books. One read 200 books during the past year.

Four hundred fifty-three or 41% read fiction only; 33 or 2.8% read non-fiction only; 19 or 1.7% read both fiction and non-fiction; 24% did not specify type of books; while 24% admitted reading none.

XXXII. One hundred twenty-nine farm youth and 70 town youth reported having no hobbies. Mechanics heads the list of hobbies, sewing, reading and music claim the same percentage of both town and farm youth. "Sports" was reported by more town youth than farm youth while the reverse is true for livestock. Club work was reported by only 5. Mapping, hunting, electricity, games and rifles, fishing, beekeeping and writing claim a few adherents each.

Reading leads easily as the most enjoyed leisure time activity, 343 or 32% giving it first place. Sports follows with 119 or 13.5%; mechanics, 112 or 10.2%; sewing, 100 or 9.1%; athletics, 81 or 7.3%; and music, 69 or 6.4% of total vote. Mapping, hunting, fishing, dancing, moving pictures, livestock, radio, riding, flower growing, golf, writing, camping, hiking, follow in order named with relatively few adherents.

Conclusions

1. The large numbers of these youth, their relative youthfulness, their serious lack of vocational and cultural education, their existing inadequate economic and employment status, and many other pertinent conditions all serve to emphasize the great and pressing need which exists for a constructive educational program.
2. The ideal of educational opportunity which even the "rugged" individualists will admit should be part of our constitutional rights, is being quite grossly violated.
3. Great differences exist between communities in meeting the needs of this group. Each community must be considered as an individual problem. Before anything else is done, a survey should be made.
4. Children reared on farms seem to be educationally handicapped thereby. This handicap is greater if they happen to live in districts which are not part of consolidated school districts.
5. The amount of education received by farm youth is in inverse proportion to the distance from their homes to the high school.
6. There are evidently many rural areas in the state of Iowa, which are being served by a very inadequate one-room school.
7. For the greater number of these out-of-school youth a return to the current curriculum of the school would be worse than useless. A new curriculum a new technique of instruction, a new and different type of organization and a new or at least a re-oriented teaching staff are all required.
8. Vocational or occupational training alone cannot meet the needs, but it should have a position of major im-

portance in any program attempted.

9. Rural out-of-school youth would seem to be in serious need of occupational guidance.
10. Agriculture, home-making and mechanical work would seem to satisfy the occupational training needs of the majority of these out-of-school youth. The very limited spread of occupational choice suggests a rather narrow outlook on the occupational life of America.
11. The culture and leisure time interests of these out-of-school youth would seem to be very narrow, though not essentially deleterious.
12. Anything approaching an adequate program for the education of these out-of-school youth would seem to wait upon some far-reaching changes in the current organization of the financial support and administration of Iowa's school system.

Significant Observations Reported By Field Workers

1. All expressed surprised at the backward educational conditions and attitudes encountered, and the lack of social organizations of any sort in certain communities.
2. Quite a large number of parents in certain communities were actually hostile to any attempt to interview their children, even to the extent of positive refusal in several cases. The following statements are found in the reports of the field men: "I have been much surprised to find that most of the rural families in this section react very unfavorably to any mention of education. Education is considered unnecessary—the majority of children are kept at home to help on the farm as soon as they reach the age of 14. I have also found that none of these people are interested in farm bureau or similar organizations. Each community I have surveyed seems to have a group in it which does not believe in any education beyond the eighth grade."
3. One investigator believed that there were two main reasons why the majority of these rural youth had not continued their education: (1) lack of funds, which in many cases a false pride prevented them from admitting; (2) parents' unfavorable attitude to additional schooling even to the extent of absolute forbiddance.
4. In many sections surveyed there was a great lack of educational and social organizations of any kind.
5. In not a few cases the administrators (school board members and officials) appeared indifferent to and even ignorant of the fact that there existed in their communities considerable numbers of young people of school age, to whom the door to educational opportunity seemed closed. In a few cases, our field men were told by school authorities that there were no young people out of school in their respective communities, when upon investigation as many as fifty would be discovered.
6. Some local high schools, in independent districts, do not encourage farm children to attend. One of the most derelict in this respect, sends a larger proportion of the town youth to college than any of the twelve other communities surveyed.



Future Farmers of America



National F. F. A. Organization Growth and Expansion

FROM these figures we can see that, in spite of the economic conditions, the F. F. A. organization has shown growth. All states did not report on each item, therefore, in order to give a correct picture of the totals, the number of states reporting on each item is given in connection with each total. While a few chapters have been lost, due largely to departments of vocational agriculture being dropped in schools, the net increase for the year is 242 and net increase in membership is a little over 5,300.

A summary of the F. F. A. work done by the various State Associations for the year ended June 30, 1934 is as follows:

1. Total number of Federally aided (white) departments of vocational agriculture in F.F.A. States (48 states reporting), 4,119
2. Total enrollment in vocational agriculture, F.F.A. States (all-day, day unit and part-time) (46 states), 145,514
3. Total number chartered F.F.A. chapters (49 states), 3,467
4. Total active membership reported (48 states), 86,190
5. Total number new chapters chartered (48 states), 304
6. Total number "Green Hands" (47 states), 47,577
7. Total number "Future Farmers" (47 states), 35,139
8. Total number "State Farmers" (47 states), 2,402
9. Total number "American Farmers" (48 states), 176
10. Total paid up active membership (48 states), 76,266
11. Total number associate members (local) (44 states), 7,094
12. Total number honorary members (local) (43 states), 5,394
13. Total number honorary members (State) (45 states), 560
14. Grand Total members reported (46 states), 98,033
15. Total number chapters having full meeting equipment (46 states), 1,786
16. Total number members owning copy of the Manual (39 states), 16,332
17. Total number chapters owning radio sets (43 states), 333
18. Total number chapters not owning, but having access to radios (43 states), 1,808
19. Total number chapters listening in regularly to National F.F.A. radio programs (39 states), 565
20. Total number chapters listening in occasionally, National radio programs (43 states), 1,784
21. Total number instances when entire school listened in on one or more National radio programs (38 states), 487
22. Total number homes where members of family listened in for one or more National radio programs (39 states), 19,831
23. Total number chapters prepared and gave one or more radio programs (41 states), 554
24. Total number chapters issued news sheets or news letters during the year (44 states), 673
25. Total number chapters prepared newspaper articles regularly (45 states), 2,512
26. Total number chapters engaged in co-operative buying and selling of farm commodities and supplies (45 states), 1,481
27. Total chapters whose members used official F.F.A. metal markers (42 states), 945
28. Total number chapters having "conservation" item on program of work (44 states), 1,559
29. Total number chapters issued paper, periodical or news sheet regularly (34 states), 34 (9 printed—25 mimeographed)
30. Total number attending Leadership Conferences (27 states), 13,593
31. Total number of chapters participating in leadership training conferences (25 states), 1,406
32. Total number of members attending State recreational meetings (13 states), 10,770
33. Total number delegates attending State conventions (45 states), 4,760
34. Total attendants at State Conventions (44 states), 21,846
35. Total number of members raised to "State Farmer" (42 states), 825
36. Total number honorary State Farmer degrees given at State Conventions (39 states), 121
37. Total number chapters completing full supervised farming schedule (44 states), 2,611
38. Total number chapters having thrift organizations (41 states), 610
39. Total reported amount actually invested in farming by active members (36 states), \$3,600,366.47
40. Total number members in Collegiate Chapters (39 states), 373



Texas Future Farmers Present Prize Lamb to Vice President and Mrs. Garner

THE reserve champion lamb of the Houston Fat Stock Show was bought at the auction sale on March 11 by Mr. A. P. Holdbrook, buyer for the A B C stores of Houston, for the express purpose of having it presented to the Vice President of the United States with the compliments of the Future Farmers of America Association of Texas. The lamb sold for \$1.10 per pound. It was bred by Mr. Harper Rawlings, teacher of vocational agriculture at Fredericksburg, who brought the foundation stock from Mr. Garner's home county, Uvalde; and was fed by Carl Kapus, a member of the Future Farmers of America Chapter at Fredericksburg, Texas.

The lamb was shipped from Houston, Texas on Friday, March 15 and was presented to Vice President and Mrs. Garner on Tuesday, March 19 at the Senate Office Building where Mr. Garner maintains his office.

Texas has the largest Future Farmers of America Association in the United States. These boys are striving to reach a membership goal of 10,000 for the present year.

Participating in the presentation were J. A. Linke, National Adviser of the Future Farmers of America, Oscar L. Chapman, Assistant Secretary of the Interior, and W. A. Ross, National Executive Secretary of the Future Farmers of America.

A Future Farmer Co-Op Project

Glenn Trail, Teacher of Agriculture,
Monroe, Washington

DURING the first week in June, the Future Farmers will plant their eighth three and one-half acre cooperative crop of certified Netted Gem seed potatoes.

The project is divided into fourteen shares. One-fourth acre equals one share. Boys who are not able to carry satisfactory projects at home are allowed to take one share each and the F. F. A. chapter takes the remaining shares. The number of boys holding shares has varied from two to seven. That has left even to twelve shares for the F. F. A. chapter. Each shareholder puts into the treasurer a certain sum of money. The amount has been reduced from \$22.00 a share in 1929 to \$12.00 a share for 1935. This money is used to pay all expenses other than self labor. Self labor is charged against the project at 20 cents per hour. Each shareholder is credited with his actual labor. Class time and

late September of early October. The different classes work on alternate days. The potatoes are hauled to the storage room with the F. F. A. ton panel-body truck, which is furnished by the school district. They are stored in crates, which are purchased by the co-op, in a 20 by 25-foot double-walled storage room built by the school district. A power grader made at a cost of \$7.65 by the shop class is used for the grading. It will handle one and one-half to two tons per hour.

The potatoes are marketed locally and the demand is increasing each year. The 1934 crop was sold by December 1 for spring delivery. Sales for at least 20 tons have been turned down. Fifteen to eighteen tons of Bluetag stock is a good crop for the three and one-half acres.

With one exception, the project has made an annual profit. One year there was a net profit of 105 percent. Profits are used to carry on F. F. A. activities and finance boys in starting projects.

The project, besides giving the chapter working capital, financing projects for boys, serving as projects for boys



At work with home-made grader

adviser's time is credited to the F. F. A. shares.

The land is rented from a farmer three miles south of town. Rent is paid according to the going rate. With the land, the owner furnishes machinery and horses for the work. This year he will get \$15.00 an acre—a reduction of \$5.00 since 1930.

The boys who own shares prepare the seedbed, and treat and cut the seed the last two days of the school year. They use the acid-mercury treatment. They cut the potatoes in quarters—leaving them intact until dropping. They are left intact in order that they can be planted by the tuber-unit method. Planting is done in one day during the first week following the close of school. One of the shareholders that lives close to the project usually takes care of the cultivation. All shareholders take part in hoeing and roguing. Roguing is done early in the morning in order that the diseases can be easily detected. The crop is harvested by the entire chapter during

who cannot otherwise carry a satisfactory program, gives the boys practical experience in cooperative growing and marketing agricultural commodities.

Another value of the project is shown in winnings made by the chapter in state contests dealing with potatoes, for the boys have won six sweepstakes awards for potato grading during the past three years, besides numerous prizes for potato exhibits at county and state fairs. Also, the chapter won the state plaque in the chapter contest in 1933 and undoubtedly this co-op project was a large factor in determining this award.

Lambs' "Tails" from Vevay

(Continued from page 168)

several pigs, besides taking care of his regular farm work.

Though blessed with possibly more than the average opportunity, Stanley's vision, enthusiasm, and use of improved practices have largely accounted for his success.

"School Letters" to F. F. A. Members

Billy Scheffel, Reporter, Ponca, Nebraska

THE question of awarding "school letters" to F. F. A. members with outstanding records was discussed at the January meeting of the Ponca, Nebraska Chapter. Several of the boys present were members of the school monogram club.

Reasons given for school letters for F. F. A. achievements were:

1. The F. F. A. is a school organization and achievements by individuals in their organization should be recognized by the school.
2. The value of F. F. A. activities compares favorably with the activities of other school organizations.
3. The letters would stimulate greater activity among F. F. A. members.
4. Letters worn by farm boys would attract attention to the F. F. A. and the agriculture department in their home communities.

Objections raised were:

1. If members of every organization in school were awarded letters, the school letter would be so common that they would not be appreciated.
2. The monogram club (which consists of members who have been awarded letters in athletics) would object and bring about ill feeling toward the F. F. A.
3. Athletics have priority rights to school letters and if the school wishes to recognize achievements of other groups in school, it should be done in some other manner.

The result was that the following petition and recommendations were sent with a committee to the superintendent. It is expected that the monogram club will be consulted so that no ill feeling will arise.

1. Some means of recognition by the school should be given F. F. A. members with outstanding records.
2. The F. F. A. prefers letters.
3. Medals are given second choice.
4. If letters are awarded they should be readily distinguishable from other school letters.
5. A definite standard for awarding F. F. A. letters should be worked out.
6. Standards for awards should be sufficiently high so that it becomes an honor to be awarded an F. F. A. letter.

A Future Farmer Quartet

MAURICE DANKENBRING, 1933 "Star" Farmer from Missouri, recently wrote his State Supervisor, Guy E. James, as follows:

"A few weeks ago four of us boys here in the Elder Ridge Community got together and worked up a male quartet. Last week we went to Sedalia, and competed in the county contest and won first place. We will compete in the State Farm Bureau Contest to be held in Columbia next month. The interesting thing about this is that three of us have all been active Future Farmers in the Sweet Springs Chapter, and the fourth boy is still in school, and an active Future Farmer. I am just mentioning this as one of the ways in which the Future Farmers are leading in the Rural Communities."

F.F.A.s Beautify Community

TWO years ago the F. F. A. chapter of Frisco City, Alabama, began growing shrubbery to be used in beautifying the homes of the members.

Today there are about 1,000 plants representing fifteen varieties of shrubs growing in the chapter nursery. Five other varieties are to be added this year.

All of these plants were propagated by F. F. A. boys in a propagation bed on the school grounds. This bed is looked after during the school year by an F. F. A. committee and during the summer by a committee and the agricultural teacher. There are now a thousand cuttings in the bed to be transplanted to the nursery.

Cuttings are secured by pruning the shrubbery on the school campus and from individuals throughout the community. The cuttings are placed in the bed in the spring and transplanted to the nursery the following fall. This procedure is repeated annually, thus keeping the nursery supplied with plants.

When an F. F. A. member enrolls in the horticulture class, he is given enough shrubs to start the landscaping of his home. Every year each member of the class is allowed additional shrubs grown in the nursery, providing he has been a member of the F. F. A. for the two preceding years.

In addition to the F. F. A. nursery, which is carried on as a chapter project, every boy enrolled in vocational agriculture in the school maintains a propagation bed at his home and grows plants for use about his home.

The Maryland F. F. A.— Farm Bureau Project Contest

A STATE-WIDE Project Contest is conducted annually in Maryland by the State Department of Education and the State Farm Bureau Federation. Approximately fifteen hundred F. F. A. members carry on project work annually. The winners are selected on the basis of records submitted to the chairman of the State Project Committee, and upon the recommendation of the State Supervisor of Agricultural Education who visits the different contestants personally for the purpose of checking their project work.

The contests include projects in sheep, poultry, dairy calves, swine, potatoes, tobacco, tomatoes, and corn. In the dairy calf project contest, three sets of medals are awarded, one each to pupils from the Baltimore, Washington and Philadelphia milk sheds.

This year's awards were made at the Maryland State Farm Bureau meeting held at the Lord Baltimore Hotel in Baltimore on January 9th.

Oregon Establishes State Alumni F. F. A.

KENNETH L. PETTIBONE, 21, national president of the F. F. A. in 1932 and now farming near Corvallis, was elected president of this newly formed organization; Tom Willett, 20, Wallowa, former state F. F. A. president, was elected vice-president; and Tom Miller, 18, Silverton, secretary; Earl R. Cooley, Salem, Adviser. Sixty-three alumni members attended the organization meeting.

Evening School, A Necessity

(Continued from page 172)

which was setting in a small amount of water to show that evaporation had a cooling effect. Needless to say, they were convinced. Eighty percent of the farmers present ordered hygrometers.

The utmost care is used at all times so that they will not get the idea that they are being "told how to farm." The meetings should not be over two hours long and one and one-half hours is probably better in most cases. Whatever time we decide to start and finish we follow exactly. Many times we are in the middle of a discussion, but we always close on time, no matter how interesting the discussion. This gains the confidence of the group. Definite decisions must be made on all practices before the farmer will follow them.

One of the best times to produce change in the farmers' practices is while the idea is fresh in his mind and when he is actually doing the work. If the farmers' problems have been discussed during the season that he normally does the practice, it is possible to get him to change easier, because it is of greater interest to him at that time. Orders for 150 bushels of Korean Lespedeza were taken at one meeting and 140 tons of lime at another, but in both cases it was the season of the year in which both were being used.

In most cases the change has just started in the farmer when he leaves the meeting. Most of the work is yet to be done. Visit the farmer. He will probably wish to go into detail about his plans and get your help in adapting the information to his conditions. It is probably a good thing to remember that "ideas never used are probably worse than no ideas."

Since we are human the selfish side probably appeals to most of us. It will pay you to give an "evening school"—more money, increase your knowledge of the subject, stronger position among the farmers in your community and opens up a greater future. Could you ask for more and expect it?

Sac City, Iowa, Evening School Program Extended

(Continued from page 172)

capable leaders for the forum periods.

We believe that the evening school and the forum have wonderful possibilities in a democratic community such as ours with its increasing complexities of life. The adult program forms one impartial institution for integration of community interests in an intelligent way. It has great possibilities of increasing the vocational efficiency of the people in fundamental occupations, of developing the much needed local leadership and intelligent followers and greatly enriching the general plane of living.

"Games and Recreation Leadership in Chapter and Community for Future Farmers of America."

A 48-page pamphlet compiled by W. C. Higgins, full of helpful suggestions for local chapters, to enliven chapter and group meetings, banquets and camping trips. Published by Arkansas State Association of Future Farmers of America, R. B. Smith, State Adviser, Little Rock, Arkansas. Price 30 cents.

"Pupil Development"

(Continued from page 166)

barn into a small house with the use of loose boards and straw. This was quite well prepared and he was much interested in the work. As his interest grew, the "I can't's" became fewer and fewer. The gilt was selected from a neighbor's herd and was moved in a month before farrowing. From that time, James came into the vocational agriculture room before and after school to talk project work; and he also began to take a keen interest in other work.

Life was taking on a new color to him, and when the gilt farrowed seven nice pigs he was more than overjoyed. I went out to his place at the first opportunity. We decided that on bright days it would be well if the pigs had some sunshine, so James made a small pen for them. His records were always in good shape. As soon as it was warm enough he repaired an old movable shed and put it in the orchard where the pigs spent the summer. Whenever I stopped there was always water available and the trough which he had built in shop showed recent usage. The project showed a fourteen-dollar profit and placed second at the county fair but the boy made the biggest change I have ever observed in a year.

This year he is one of our more dependable boys and has developed until he is carrying seven projects—a set of complete farm records, a pure bred Hampshire gilt, five acres of open pollinated corn, and a corn breeding plot. It has been many a day since I have heard say, "I can't do that."

The neighbors remark that James is a changed boy, the father is beginning to see that through the son he can get back on his feet, and we feel that through vocational agriculture and the Future Farmers of America he is

"Learning to do
Doing to learn
Earning to live
Living to serve."

Book Reviews

"Vocational Education in Agricultural Schools" by G. A. Schmidt, Ph. D., Colorado Agricultural College. Teachers of vocational agriculture, principals and superintendents of schools and administrators of vocational agriculture who are interested in comparing their programs in vocational agriculture with those in other schools and states will greatly profit by reading this book.

This study is national in its scope, and gives data on nearly 3,000 boys enrolled in vocational agriculture classes. —Bureau of Publications, Teachers College, Columbia University, New York City.

The Texas State Association of Future Farmers of America has published, 1934-35, an attractive bulletin, "—to help local chapters in working out a unified State program—" including the State Constitution and By-Laws.

